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## ABSTRACT

This study was conducted primarily to determine the educational and employment activities of all of the graduates of Bucks County Community College since its founding. A secondary purpose was to elicit evaluative reactions from the graduates regarding the services available at the college. Of the 2,070 graduates who received a mailed questionnaire, 1,307 (63%) responded. Over two-thirds of the graduates entered the college directly from high school. While attending college, 76% of the graduates held some form of part-time employment with 52% working a minimum of 16 hours per week. In spite of this and the fact that 23% changed their academic major at least once, over two-thirds (68%) graduated in four semesters or less, excluding summer sessions. Upon graduation, 51% transferred immediately to four-year colleges as full-time students, and 29% obtained full-time employment. As to the status of the graduates at the time of the study, 40% were employed full-time, 37% were full-time undergraduate students, 7% were part-time undergraduate students, and 2% were full-time graduate students. The graduates indicated that their academic advisors and the Admissions Office were the two most helpful counseling sources. The vast majority found the college to have been at least partially successful in meeting their individual objectives, interests, and abilities. Of the graduates, 86% plan to continue their education. The questionnaire used in the study is provided in an appendix.

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Office of Institutional Research  
BUCKS COUNTY COMMUNITY COLLEGE

FOLLOW-UP STUDY OF BUCKS COUNTY

COMMUNITY COLLEGE GRADUATES

1965 - 1972

Newtown, Pennsylvania 18940

January, 1973

JC 730 250

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## FOREWORD

Bucks County Community College enrolled its first students in September, 1965. During the seven years from September, 1965 through September, 1972, 2151 students have earned an associate degree at Bucks County Community College. These students, following graduation, may transfer into four-year or upper-division colleges or enter the labor market.

The Follow-up Study of Bucks County Community College Graduates from 1965 to 1972 was conducted by the President's Office throughout the summer and fall of 1972. It was undertaken in recognition of the continuing need to furnish productivity data on what happens to our graduates and to evaluate the College's programs and services.

Mr. Richard E. Mellin of the President's Office assumed the major responsibility for initiating the study and devising the questionnaire used. Appreciation should be expressed to all other staff and faculty personnel who aided in a multitude of ways in the development of this study. Special appreciation is expressed to Miss Nancy Fletcher for her diligent work in both the mailing and follow-ups of the questionnaire and the typing of this final report.

This survey will have been a benefit to the College if the information presented and analyzed will serve as another step in the continuous process of institutional self-evaluation. It is primarily from the students who have attended our College that we can learn its strengths, its weaknesses and its needs for the future.

Jack Mahon

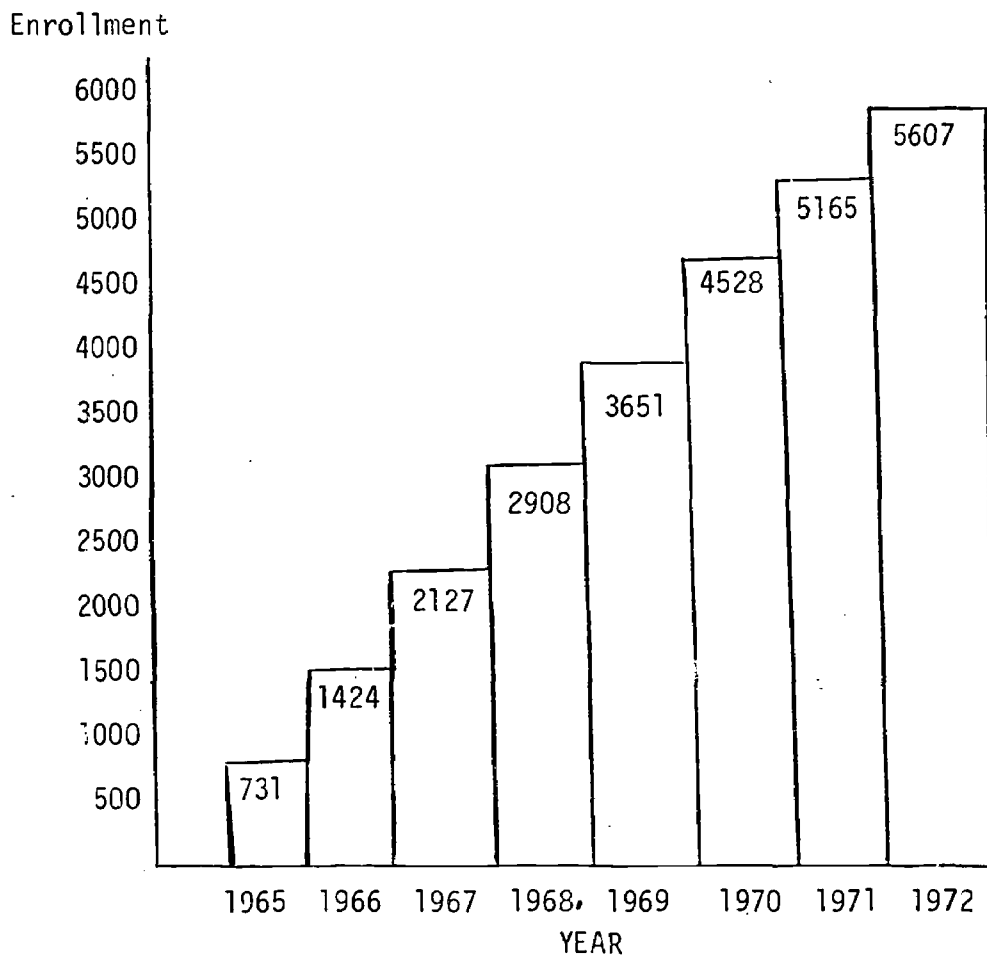
Assistant to the President

## INTRODUCTION

The growth of community colleges in the United States has increased rapidly during the past twenty years, especially since the early 1960's. Bucks County Community College was founded in 1964 in order to provide a low cost, open-door, and accessible institution of higher education for all adult residents of Bucks County. Since its founding this College has witnessed constant growth in enrollment. (Figure I)

Figure I

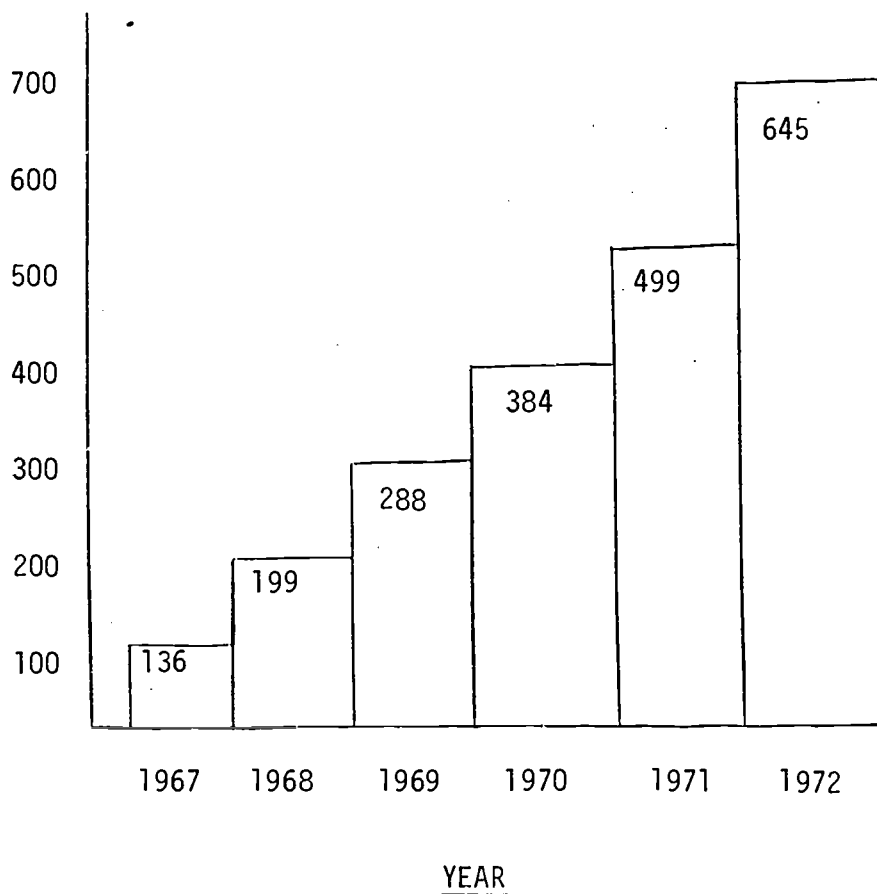
Fall Enrollment in Bucks County Community College, 1965-1972



Likewise the number of graduates has risen steadily since 1967. (Figure II) In all, 2151 students have received the associate degree since the College was founded.

Figure II

Graduates of Bucks County Community College, 1967-1972





While students attend community colleges for a variety of reasons - to take a course for personal enrichment, to develop a particular career, to transfer to a four year college or to make better use of one's leisure time - the traditional criterion for measuring the success or failure of an educational institution has been the calibre and qualifications of its graduates. There is some question today whether this criterion should have the importance that historically has been assigned to it. Youth questions the necessity of a college degree and the tightening labor market lends evidence to support this stand. Competition for students has never been greater and it is not necessary for one to possess an associate degree in order to transfer into a four-year college. A combination of part-time enrollment and part-time employment is the fashion of the day.

Nevertheless, a study of graduates provides the institution and its various departments and offices with necessary feedback from those who have had the opportunity to utilize the knowledge and skills developed at Bucks County Community College in further formal education and career opportunities.

#### Objectives of the Study

The purpose of this follow-up was to provide descriptive information concerning the educational and employment patterns of the graduates from Bucks County Community College. In addition, this study elicited evaluative reactions from the graduates in order to improve the academic, administrative and student personnel services.

Specifically, this follow-up study sought reliable information which could be used for the following:

1. to provide current information on the educational and employment patterns of Bucks County Community College graduates,
2. to determine how effectively the College is meeting the educational and career needs of its students,
3. to provide feedback from graduates on the curriculum, teaching and administrative services of the College, and
4. to seek suggestions from graduates on how the Bucks County Community College experience could be improved.

#### Procedure

The questionnaire (Appendix A) was developed in early 1972. It was field tested using college employees who had graduated from one of the College's programs. Initially it was intended to survey all of the College's graduates through January, 1972. Each student was contacted twice by mail. The first questionnaire was sent in June, 1972, requesting a return in the enclosed self-addressed, stamped envelope. During the first week of August a second questionnaire with a covering letter (Appendix B) from the Assistant to the President, William H. Feddersen, was sent to those graduates who had not yet responded. Mailing lists of graduates' names and addresses were obtained from the Computer Center.

In early August it was decided to include the 1972 May and August graduates in this survey. The same questionnaire was sent with a covering

letter (Appendix C) in September, 1972. A second letter with a covering letter was mailed in October, 1972, to those graduates who had not yet responded. Both mailings included stamped, self-addressed, return envelopes.

The analysis of the data consisted of item tallies for the total sample on the entire questionnaire. This report is divided into the following two sections: information relating to their educational and employment experiences since graduating and their evaluation of their experiences while attending Bucks County Community College.

#### Questionnaire Return Information

There were 1633 graduates from Bucks County Community College between 1965 and January, 1972. All of these individuals were contacted by mail but 81 envelopes were returned because of incorrect address. Of the remaining 1552 graduates who received their survey questionnaire, replies were received from 915 or 59 per cent.

There were 518 graduates from Bucks County Community College in May and August of 1972. All of these individuals received mailed questionnaires. Replies were received from 392 or 76 per cent.

The results indicated in the following pages, therefore, were gained from 1307 Bucks County Community College graduates, or a return rate of 63 per cent of all graduates who received questionnaires.

## RESULTS

### Student Characteristics

A comprehensive community college earns its title, in part, from the diverse student clientele it serves. While one would anticipate the vast majority of entering students to come directly from high school, there should also be room and opportunities for individuals from other walks of life. (See Table I) Over two-thirds (68 per cent) of the graduates entered Bucks County Community College directly from high school. The effect of the Viet Nam conflict is very much in evidence with seven per cent enrolling shortly after serving their military obligation. The desire for individuals currently employed to take courses that lead to associate degrees is supported by the fact that 11 per cent of the graduates had worked for a period of time before enrolling. One of the most interesting figures is the one that indicates that five per cent of the graduates transferred to Bucks County Community College from a four year college or university. Traditionally one would expect students from two year colleges to transfer to four year institutions but the reverse trend is definitely occurring at Bucks.

The vast majority of those indicating "other" were housewives who came back to school, many after their families were raised, with the intent of starting a "second career." As one woman replied:

"It was a wonderful experience for me to start college after so many years. It was a thrilling experience for me to meet my most cherished career in life. It also was an honor to be able to graduate from college with my two sons who had completed

their education - one who also graduated from Bucks County Community College."

TABLE I

Graduates' Status Upon Entering Bucks County Community College

Status	N	%
Entered directly from high school	871	68
Entered shortly after military service	89	7
Entered after working for a period of time	140	11
Transferred from a community/junior college	10	1
Transferred from a four-year institution	57	5
Other	105	8

The employment patterns of Bucks County Community College graduates while students also indicates a considerable divergence. (See Table II) While 24 per cent of the graduates did not work while attending the College, another 23 per cent worked an average of 16 to 20 hours per week and 11 per cent worked in excess of 30 hours every week. In total, 76 per cent of the Bucks County Community College graduates indicated that they were employed at least part-time during their enrollment at the College.

Resulting in part from the employment patterns of Bucks County Community College students, one would expect to find a considerable number of them requiring more than four semesters to complete an associate degree. Over two-thirds (68 per cent) of the Bucks County Community College graduates, however, required no more than four semesters to receive

TABLE II  
EMPLOYMENT PATTERNS OF BUCKS COUNTY COMMUNITY COLLEGE STUDENTS

Employment Pattern	N	%
Did Not Work	308	24
Less than 6 Hours	34	3
6-10 Hours	115	9
11-15 Hours	160	12
16-20 Hours	287	23
21-25 Hours	152	12
26-30 Hours	75	6
Over 30 Hours	140	11

their degree. An additional 19 per cent required five semesters to earn their degrees and it took another 13 per cent over five semesters to complete their studies. As one graduate remarked:

"I am and shall always be grateful for the opportunity accorded me at Bucks. Perhaps I attended longer than most students, but this was due to economic reasons. I have already been accepted at Rider College this September."

Another factor involved in prolonging the time required to earn a degree is the number of times a student changes his or her academic major. Although 77 per cent of the graduates indicated that they never changed their major once enrolled, another 20 per cent changed it once and three per cent changed it at least twice. Each change could possibly delay the reception of a degree, especially if the course requirements for the new major bears little resemblance to the former major.

### Post-Graduation Patterns

Institutions of higher education are continually being called upon to provide evidence of their productivity. In recognition of this need, as well as the institution's own realization that evaluation by its graduates is essential in assessing the effectiveness of its efforts, the graduates were asked to indicate their status immediately after graduating from Bucks County Community College.

As indicated in Table III the two major subgroups of graduates are those who continue as full-time students in another institution of higher education and those who gain full-time employment. These two groups alone account for 80 per cent of Bucks County Community College graduates. The remaining graduates tended to divide themselves rather evenly among various combinations of employment, student, military and housewife duties. A considerable number of the "other" category indicated that they traveled the year after graduation.

TABLE III

Status Immediately after Graduating from Bucks County Community College

Status	N	%
Military Service	29	2
Employed full-time	362	29
Employed part-time	40	3
Employed full-time/P-T student	39	3
Student full-time	648	51
Student part-time	12	1
Student part-time/P-T employed	24	2
Housewife	23	2
Other	92	7

Appendix D relates the various institutions of higher education to which Bucks County Community College graduates have transferred. Annual Follow-up Studies by the Placement Office and this study indicated that Bucks County Community College graduates have transferred to a total of 238 institutions of higher education in 48 states, Germany, Mexico and Puerto Rico. An interesting point of this study is the fact that over three-fourths (76 per cent) of the graduates transferred to the following 16 institutions of higher education:

1. Pennsylvania State University	14%
2. Temple University	10%
3. Trenton State College	9%
4. West Chester State College	8%
5. Rider College	7%
6. Millersville State College	6%
7. East Stroudsburg State College	4%
8. La Salle College	3%
9. Bloomsburg State College	3%
10. Shippensburg State College	3%
11. Delaware Valley College of Science and Agriculture	2%
12. Manfield State	2%
13. Kutztown State College	2%
14. Drexel University	1%
15. Lock Haven State College	1%
16. Indiana University of Pennsylvania	1%



While there is a definite local geographical preference in these choices, there is also ample evidence in Appendix D to support the contention that Bucks County Community College graduates are accepted into the finest four year colleges and universities in our country.

When questioned whether or not they experienced any difficulties in transferring, 83 per cent replied no and 17 per cent replied yes. An analysis of those replying yes indicates that most of these students experienced some difficulty in getting all of their credits accepted. Some four year colleges had placed an arbitrary limit on the number of credits they would accept from any community college. In most instances where a limit was imposed, it was 60 credits. The associate degree program at Bucks County Community College until 1972, however, required 64 credits. Thus, those students who had completed their degree requirements may have lost four credits in the transfer. Most four year institutions have since dropped that limit. Another problem encountered was the fact that some students decided to change majors once they transferred and found that while the institution they transferred to accepted all of their credits, some of these credits could not be applied toward a degree in the new major. Thus, they may have had to go an extra summer to pick up additional credits.

Of those who had transferred to a four-year college or university upon graduation from Bucks County Community College, 272 or 38 per cent replied that they had received a baccalaureate degree. An analysis of their academic majors shows that over 83 per cent of them earned degrees in the following six areas: elementary education, business administration, secondary education, liberal arts, accounting and biology.

Of the remaining graduates who had transferred directly from Bucks County Community College to some other institution of higher education, 92 per cent are currently enrolled as either full-time or part-time students at that institution or at another college or university that they have since transferred to. These figures indicate an exceptionally high degree of success for Bucks County Community College transferring graduates.

The other major segment of Bucks County Community College graduates who directly entered either full or part-time employment upon graduation also indicated a high degree of success. In times when the overriding concern of most college graduates is their ability to secure a job to begin a career, 95 per cent of the Bucks County Community College graduates who were employed on either a full or part-time basis immediately after graduating from the College indicated that they did not encounter any problems in securing those positions. Appendix E is a partial list of employers of Bucks County Community College graduates.

Once hired, the graduates indicate considerable stability with their employer but there is also the chance to change positions. Although 61 per cent of those graduates have remained in the full-time position they held when they graduated from Bucks County Community College, 31 per cent have changed positions once and 8 per cent have held three or more full-time positions since they graduated.

A comparison between the starting annual salary ranges and their current annual salary ranges is further evidence of the ability of Bucks County Community College graduates to advance since hired. As shown in

Table IV, the current annual salary ranges do indicate a slight increase in percentage of Bucks County Community College graduates earning higher salaries. While not the exclusive determinant of either an individual's success or happiness with a given position, it is an indication of a person's value in his or her employer's eyes.

TABLE IV  
Annual Salary Ranges of Graduates

Salary Ranges	Starting	Current
0 - 5,999	48%	34%
6,000 - 7,999	35%	31%
8,000 - 9,999	12%	22%
10,000 - 11,999	3%	8%
12,000 or more	2%	5%

While Bucks County Community College may initially be primarily concerned with placing a graduate in a position that he or she is capable of filling, the College is also concerned with the graduate's satisfaction within those positions. Replies from graduates indicated an overall satisfaction with their positions. Over three-fourths (77 per cent) of these responding indicated that, overall, they felt superior or good regarding their positions. Specifically, 92 per cent felt they had superior or good relations with their colleagues, 79 per cent indicated a superior or good satisfaction as far as the interesting nature of their work, and 72 per cent gave similar ratings to the challenging nature of their position. In addition over four-fifths of those replying found both the opportunity for advancement and their salary schedules at least fair.

Information was also sought relating to the current status of Bucks County Community College graduates. As seen from Table V, the two largest groups remain those employed full-time and those enrolled as undergraduate students on a full-time basis. A very interesting statistic is that which indicates that two per cent of Bucks County Community College graduates are currently enrolled in graduate school, most of them on a full-time basis. This table is further evidence that a community college education need not be a "terminal" education but does provide a means for an individual to realize his or her own potential.

TABLE V

Current Status of Bucks County Community College Graduates

Status	N	%
Military Service	20	2%
Employed full-time	515	40%
Employed part-time	18	1%
Employed full-time/P-T student	26	2%
Student full-time	475	37%
Student part-time	74	6%
Student part-time/P-T employed	4	1%
Graduate Student	32	2%
Housewife	44	3%
Other	79	6%

It has long been recognized that education is a life long process in our society and one's graduation from a community college is not necessarily the final contact an individual has with an institution of higher education. Responses to the survey indicated that 86 per cent of the Bucks County Community College graduates plan to continue their education at either the undergraduate or graduate level. Specifically,

36 per cent plan full-time work and 22 per cent plan part-time work at the undergraduate level while 8 per cent plan full-time and 20 per cent plan part-time work at the graduate level. Apparently a flame for learning was lit at Bucks County Community College which will continue in their lives for years to come.

#### Evaluation of College Experience

One of the primary functions of a community college is to provide a wide variety of counseling services to meet the specific needs of a diverse student population. The respondents to the questionnaire indicated the following ranking in sources of counseling that were most helpful to them while enrolled:

1. Academic Advisors
2. Admissions Office
3. Counseling Center Staff
4. Placement Office
5. Financial Aid Office

Since all students were assigned to academic advisors, and in most instances would meet with this person at least once every semester to plan their class schedule, this person often times had the most contact with the student. In a similar fashion, the Admissions Office comes into contact with all students when they enter Bucks County Community College whereas the Counseling Center, Placement Office and Financial Aid Office are primarily involved with students only after the student has initiated the contact. One would also expect to see the Financial Aid Office coming in contact with fewer students than any of the above mentioned offices

because the needs met by this office are quite specific.

The opportunity for involvement in student activities was found to be good or excellent by two-thirds of the graduates. This represents a very high rating, especially when one considers that all of the students are commuters, a sizeable number are married, and 29 per cent had previously indicated that they worked at least 20 hours per week while they were enrolled at Bucks County Community College.

The true measure of a community college's value to its students can be found in the ability of that institution to meet their educational and career objectives. Table VI relates the responses of Bucks County Community College graduates when asked to evaluate their programs of study and experiences at the College with their own objectives, interests and abilities. The vast majority found the College to have been at least partially successful in meeting their objectives. The ability of the College to remain as responsive in the future is critical to its continued viability.

TABLE VI

Evaluation of Programs and Experiences at Bucks County Community College

	Very Much So	Partially	Not at All
Program of Study Met Educational Objectives	65%	33%	1%
Program of Study Compatible with Interests and Abilities	64%	33%	2%
Experiences at Bucks County Community College met Personal Objectives	58%	38%	2%
Experiences at Bucks County Community College compatible with Current Interests and Abilities	50%	41%	6%

## DISCUSSION

The overall picture of the graduates of Bucks County Community College is one of a diverse student body pursuing a wide variety of academic programs in preparation for further education and employment. Almost one-third of these graduates entered Bucks County Community College from backgrounds other than being a high school student the previous four years. That this occurred during a time when the College had not yet had time to develop its current wide range of programs is an indication of the acceptance by many adults that Bucks County Community College was of value to them. Likewise, the College was able to adjust to the varying needs of its students as seen by the great number (78 per cent) who were employed at least part-time while enrolled and yet 86 per cent were able to complete the degree requirements within four or five semesters.

While the College has reduced the credits required for an associate degree from 64 to 60 credits and no longer mandates a specified core curriculum, other innovations must be explored if the College hopes to continue to attract the adult citizens of Bucks County.

Even the traditional college age students appear to favor an extended part-time enrollment over several years as opposed to full-time enrollment for four consecutive semesters. The current proposal for continuous enrollment is certainly a step in the right direction. Likewise, programs to attract students from different age groups, such as senior citizens who wish to continue to broaden their horizons, or particular occupational groups, such as apartment house managers or retail clerks, need to be

explored. The significant increase in evening students during the current spring semester indicates that advertising and publicizing Bucks County Community College offerings does bring results. Only by constantly comparing its efforts with its potential will Bucks County Community College be able to continue to provide worthwhile educational experiences to all adult citizens in Bucks County. As one graduate related:

"The two years I spent at Bucks were a wonderful, warm, and rewarding experience for me. It was not easy to begin College at 43 years of age, but all of the teachers and students were so kind and helpful that I soon felt very comfortable . . ."

While the majority of graduates (57 per cent) transfer to four year colleges and universities, a sizeable number (32 per cent) are involved in full-time employment immediately upon graduation. In view of the national commitment to a more career oriented education, it would be well worth the College's effort to analyze its service area's manpower needs over the next five to ten years in order to prepare appropriate career programs for future students. In line with this, an evaluation by current employers of Bucks County Community College graduates might provide both valuable input into reforming current offerings, if necessary, as well as establishing valuable contacts for the possible employment of future graduates. There is little value in any career program that does not provide one with a salable skill. While the record to date has been excellent, as seen by the fact that 95 per cent of the graduates surveyed stated that they had no problems securing a position, it will require continued vigilance to achieve as high a rating in the coming years.

This is not to indicate that those students seeking to transfer



should be given any less attention. Since this survey indicated that over 75 per cent of those who transferred did enroll at 16 colleges and universities, it would be well worthwhile to emphasize continuous contacts with the admission's offices in these institutions in order to insure the maximum ease in transferring for Bucks County Community College students. Only though maintaining current information on four year colleges and universities will Bucks County Community College be able to guide its graduates in selecting the right college for them. A choice of institutions provides some leeway for graduates. As one graduate related:

"After graduating in 1971, I had applied to seven four-year colleges with only a fair 2.63 grade average. I was accepted at all seven and all my credits were eligible for transfer."

It is difficult to assess, at this point in time, the total impact of Bucks County Community College upon the economy of Bucks County. Judging from the number of graduates who have become employed in Bucks County, either directly after graduating from Bucks County Community College or after attending another institution of higher education, as well as the increased percentage of graduates earning higher annual salaries, the goods and services procured with College-generated income, jobs attributed to the presence of the College and College-related local business volume, it is safe to say that the economy of the County has benefited from the presence of the College. Too often institutions of higher education confine the impact of their services to individuals who have enrolled for academic work. Quite obviously the beneficial effects of Bucks County Community College go well beyond the campus boundaries.

## SUMMARY

This study was conducted primarily to determine the educational and employment activities of all of the graduates of Bucks County Community College since its founding. A secondary purpose was to elicit evaluative reactions from the graduates regarding the services available at the College.

Of the 2070 graduates who received a mailed questionnaire, 1307, or 63 per cent, responded. This represented a rather high rate of return for a mailed questionnaire.

Over two-thirds (68 per cent) of the graduates entered Bucks County Community College directly from high school. The other one-third represented individuals who enrolled after either working for a period of time, serving their military obligation, transferring from another institution of higher education or those wishing to start a "second career", many of whom had been housewives.

While attending Bucks County Community College 76 per cent of the graduates held some form of part-time employment with 52 per cent working a minimum of 16 hours per week. In spite of this fact, and in spite of the fact that 23 per cent of the graduates changed their academic major at least once while enrolled at Bucks County Community College, over two-thirds (68 per cent) were still able to graduate in four semesters or less, excluding summer sessions.

Upon graduation from Bucks County Community College over one-half (51 per cent) transferred immediately into four year colleges or universities as full-time students and 29 per cent gained full-time

employment. The remaining 20 per cent divided themselves among various combinations of employment, student, military and housewife duties. The vast majority of graduates experienced no problems in either transferring to another institution of higher education or in acquiring employment.

Regarding the present status of Bucks County Community College graduates, 40 per cent are employed full-time, 37 per cent are full-time undergraduate students, 7 per cent are part-time undergraduate students and 2 per cent are full-time graduate students. Of the remaining 14 per cent, most graduates indicated part-time employment, military or housewife as their present status.

The graduates indicated that their academic advisors and the Admissions Office were the two most helpful sources of counseling to them at Bucks County Community College. The opportunity for involvement in student activities was seen as good or excellent by two-thirds of those responding and the vast majority found the College to have been at least partially successful in meeting their individual objectives, interests and abilities.

Results also indicated that 86 per cent of the graduates plan to continue their education at either the undergraduate or graduate level.

It is hoped that these findings will benefit all areas of the College in the understanding of our students and in future directions.

## RECOMMENDATIONS

While the study of the graduates resulted in much important information regarding the productivity of our graduates, it also pointed out areas where the College needs to do further study. In light of this, the following recommendations are offered:

- 1) A further analysis needs to be done to determine both the employment patterns and curriculum choices of graduates once they leave Bucks County Community College. Information was written on the questionnaire regarding the positions our graduates presently hold. This needs to be checked against their academic majors at Bucks County Community College to determine if these areas are related. Likewise 83 per cent of the Bucks County Community College graduates who have received baccalaureate degrees indicated that they earned these degrees in six academic areas. This information needs to be compared with their academic majors at Bucks County Community College.
- 2) In view of the large number of graduates (76 per cent) who were employed at least part-time while enrolled as students, and a correspondingly lower number (30 per cent) who found the Placement Office to be the most helpful source of counseling for them, students

need to be made more aware of this office and its services. Student services which assist students in finding jobs both in the College and in the community must be emphasized.

- 3) In recognition of the current trend toward part-time enrollment and part-time employment, the College should continue to explore all possibilities that might lead to combining the academic with practical work experience, such as offered under Cooperative Education Programs. The more these elements are integrated, the much better prepared our graduates will be to make realistic career decisions.

These are the directions presented by this study. As persons connected with the College become acquainted with the study, additional directions should be developed.

## APPENDIX A

### The Questionnaire

BUCKS COUNTY COMMUNITY COLLEGE  
Newtown, Pennsylvania  
18940

FOLLOW-UP OF ALL GRADUATES

Dear Alumnus:

Bucks County Community College is making a concerted effort to learn about our graduates and to assess the effectiveness of our educational programs. The success of this effort will depend directly on your cooperation in completing this questionnaire.

The questionnaire is designed so that you need only respond to those statements which pertain specifically to you. This saves time and maximizes your contribution. When directed to GO TO QUESTION....proceed to that question and continue responding. Complete the questionnaire and return it to us in the enclosed self-addressed, stamped envelope. Your responses will be maintained in strict confidence with only group responses being reported. (Note: If the address printed on the label is inaccurate, please correct it in the space provided.)

1. Which best describes your status when you first entered BCCC?

- ☐ Entered directly from high school.
- ☐ Entered shortly after military service.
- ☐ Entered after working for a period of time.
- ☐ Transferred from another community/junior college.
- ☐ Transferred from a four-year institution.
- ☐ Other (specify): \_\_\_\_\_

2. How many hours per week did you work while attending BCCC?

- |  |                                      |                                      |  |
|--|--------------------------------------|--------------------------------------|--|
| <input type="checkbox"/> Did not work      | <input type="checkbox"/> 6-10 hours  | <input type="checkbox"/> 16-20 hours | <input type="checkbox"/> 26-30 hours   |
| <input type="checkbox"/> Less than 6 hours | <input type="checkbox"/> 11-15 hours | <input type="checkbox"/> 21-25 hours | <input type="checkbox"/> Over 30 hours |

3. How many semesters (excluding summer sessions) were you enrolled at BCCC before receiving your degree?

- |                              |                              |                                |                               |                               |                                    |
|------------------------------|------------------------------|--------------------------------|-------------------------------|-------------------------------|------------------------------------|
| <input type="checkbox"/> One | <input type="checkbox"/> Two | <input type="checkbox"/> Three | <input type="checkbox"/> Four | <input type="checkbox"/> Five | <input type="checkbox"/> Over Five |
|------------------------------|------------------------------|--------------------------------|-------------------------------|-------------------------------|------------------------------------|

4. Did you change your major field of study while you were a student at BCCC?

- |                             |                                    |                                     |   |
|-----------------------------|------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes, once | <input type="checkbox"/> Yes, twice | <input type="checkbox"/> Yes, more than twice |
|-----------------------------|------------------------------------|-------------------------------------|---|

5. Please check the response which indicates what your status was immediately after graduating from BCCC:

- ☐ In military service. . . . . GO TO QUESTION 6
- ☐ Employed full-time . . . . . GO TO QUESTION 12
- ☐ Employed part-time . . . . . GO TO QUESTION 12
- ☐ Student full-time. . . . . GO TO QUESTION 7
- ☐ Student part-time. . . . . GO TO QUESTION 7
- ☐ Part-time student/P-T employed . . . GO TO QUESTION 7
- ☐ Housewife . . . . . GO TO QUESTION 16
- ☐ Other (specify): \_\_\_\_\_

\_\_\_\_\_ GO TO QUESTION 16

6. Branch of service: \_\_\_\_\_ Rank: \_\_\_\_\_  
 Responsibility: \_\_\_\_\_  
 \_\_\_\_\_ . . . . . GO TO QUESTION 16

7. What college/university did you transfer to?  
 Name: \_\_\_\_\_ State: \_\_\_\_\_

8. Did you experience any difficulties in transferring?  
☐ No  
☐ Yes; (specify): \_\_\_\_\_

9. Are you currently enrolled at that institution?  
☐ Yes; full-time . . . . . GO TO QUESTION 23  
☐ Yes; part-time . . . . . GO TO QUESTION 23  
☐ No

10. Have you graduated from that or any other institution?  
☐ Yes; date: \_\_\_\_\_ degree: \_\_\_\_\_ program: \_\_\_\_\_  
 Institution: \_\_\_\_\_ GO TO QUESTION 16  
 date: \_\_\_\_\_ degree: \_\_\_\_\_ program: \_\_\_\_\_  
 Institution: \_\_\_\_\_ GO TO QUESTION 16  
☐ No

11. Are you enrolled full-time at another school?  
☐ Yes; undergraduate school . . . . . GO TO QUESTION 23  
☐ Yes; graduate school . . . . . GO TO QUESTION 23  
☐ No . . . . . GO TO QUESTION 16

12. Who was your first employer after graduation?  
 Name: \_\_\_\_\_ Address: \_\_\_\_\_  
 Job Title: \_\_\_\_\_ Zip \_\_\_\_\_

13. Did you encounter problems in securing that position?  
☐ No  
☐ Yes; (specify): \_\_\_\_\_

14. Give a short job description of that position. \_\_\_\_\_  
 \_\_\_\_\_

15. Are you currently employed at that position? ☐ Yes . . . . GO TO QUESTION 20  
☐ No . . . . GO TO QUESTION 17

16. What is your current status?  
☐ In military service . . . . . GO TO QUESTION 23  
☐ Employed full-time . . . . . GO TO QUESTION 17  
☐ Employed part-time . . . . . GO TO QUESTION 17  
☐ Undergraduate student full-time . . . . . GO TO QUESTION 23  
☐ Undergraduate student part-time . . . . . GO TO QUESTION 23  
☐ Graduate student full-time . . . . . GO TO QUESTION 23  
☐ Part-time student/part-time employed . . . . . GO TO QUESTION 23  
☐ Housewife . . . . . GO TO QUESTION 23  
☐ Other (specify): \_\_\_\_\_  
 \_\_\_\_\_ . . . . . GO TO QUESTION 23



17. Who is your current employer?

Name: \_\_\_\_\_ Address: \_\_\_\_\_

Job Title: \_\_\_\_\_ Zip \_\_\_\_\_

18. Give a short job description of your position. \_\_\_\_\_

19. How many full-time positions have you held since graduation?

☐ One ☐ Two ☐ Three ☐ More than three

20. What was your starting annual salary range?

☐ 0 - 5,999 ☐ 8,000 - 9,999  
☐ 6,000 - 7,999 ☐ 10,000 - 11,999 ☐ 12,000 or more

21. What is your current annual salary range?

☐ 0 - 5,999 ☐ 8,000 - 9,999  
☐ 6,000 - 7,999 ☐ 10,000 - 11,999 ☐ 12,000 or more

22. How satisfied are you with the position? (Rate each category by checking the appropriate box.)

	Superior	Good	Fair	Poor
Challenging work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interesting work . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good relations with colleagues . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunity for advancement. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Which sources of counseling were helpful to you at BCCC?

	Most Helpful	Less Helpful	No Help
Placement Office . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Admissions Office. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling Center Staff. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial Aid Office . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic Advisors. . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): . . . . .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. How would you rate the opportunity for involvement in student activities at BCCC?

☐ Excellent ☐ Good ☐ Fair ☐ Poor ☐ No interest

25. Did your program of study at BCCC meet your educational objectives?

☐ Very much so ☐ Partially ☐ Not at all ☐ Do not know

26. To what extent was your program of study compatible with your interests and abilities when you were at BCCC?

☐ Very compatible ☐ Partially ☐ Not at all ☐ Do not know

27. Did your experience at BCCC meet your personal objectives?

☐ Very much so ☐ Partially ☐ Not at all ☐ Do not know

28. How compatible were your experiences at BCCC with your current interests and abilities?

☐ Very compatible    ☐ Partially    ☐ Not at all    ☐ Do not know

29. Do you plan to continue your education?

☐ Yes; full-time at undergraduate level  
☐ Yes; full-time at graduate level  
☐ Yes; part-time at undergraduate level  
☐ Yes; part-time at graduate level  
☐ No

30. Do you have any comments, explanations, or suggestions related to your career preparation or the College in general? (Use the space below for your answer.)

YOUR TIME AND CONSIDERATION IN COMPLETING THIS QUESTIONNAIRE IS GREATLY APPRECIATED. THE INFORMATION YOU HAVE PROVIDED WILL BE VERY VALUABLE TO BCCC.

APPENDIX B

First Covering Letter



OFFICE OF  
THE PRESIDENT

BUCKS COUNTY COMMUNITY COLLEGE  
NEWTOWN, PENNSYLVANIA

July, 1972

Dear Alumnus:

Several weeks ago we sent you a questionnaire designed to secure information about your feelings and experiences with the educational programs at Bucks County Community College. Perhaps you meant to respond but have not yet found time. I have enclosed a second copy of the questionnaire in case you misplaced the first.

Completing the questionnaire will take only about ten minutes of your time. We believe it is important to know how alumni feel about their experience at Bucks County Community College if current practice is to be improved. As an alumnus of this institution your experience and insight are invaluable.

Please be assured that your responses will be kept completely confidential. Results will be reported in summary statistics. No individual will be identified in any way.

Your contribution to the success of the study is most important and deeply appreciated.

Sincerely yours,

A handwritten signature in cursive script, reading "William H. Feddersen".

WILLIAM H. FEDDERSEN  
Assistant to President

MHF/nf  
7/18/72

APPENDIX C

Second Covering Letter



BUCKS COUNTY COMMUNITY COLLEGE  
NEWTOWN, PENNSYLVANIA 18940

September, 1972

Dear Alumnus:

The Office of Institutional Research is undertaking a study of all graduates of Bucks County Community College. We believe it is important to know how alumni feel about their experience with the educational programs at Bucks if current practice is to be improved.

I hope that as a former student at Bucks you will be willing to share with us your insight and experience. The enclosed questionnaire should take only about ten minutes of your time. We think you may find it interesting.

Pleased be assured that your responses will be kept completely confidential. Results will be reported in summary statistics. No individual will be identified in any way.

Your contribution to the success of this study is most important and deeply appreciated.

Sincerely yours,

Jack Mahon  
Administrative Assistant

JM/nf  
9/72

Appendix D

Institutions of Higher Education to  
which Bucks County Community College Graduates have Transferred

## Colleges

Albright College	College of Emporia (Kansas)
American University (D.C.)	College of the Potomac (D.C.)
Asbury College (Ky.)	College of St. Thomas (Minn.)
Aschau Chiemgau (Germany)	College of Santa Fe'
Athens College (Ala.)	College of Steubenville (Ohio)
Beaver College	College of William & Mary (Va.)
Bloomsburg State College	Colorado State University
Bloomfield College	Combs College of Music
Boston School of Museum of Art	Concord College (W. Va.)
Boston State College	Cooper Union College (N.Y.)
Boston University	C.W. Post College
Brooklyn College	Davis Elkins College (W. Va.)
Bryan College (Tenn.)	Dekalb College (Ga.)
Bryn Mawr College	Delaware Valley College of Sci. & Ag.
Butler University	Drake University (Ia.)
California State College (Pa.)	Drew University
Catonsville Community College (Md.)	Drexel University
Central College (Iowa)	Duke University
Central Michigan University	Eastern Baptist College
Chadron State College (Nebr.)	Eastern College (Md.)
Cheney State College	Eastern College (Pa.)
Chestnut Hill College	Eastern Kentucky State University
Clarion State College	Eastern Mennonite College



East Stroudsburg State College	Hampton Institute (Va.)
Edinboro State College	Hiram Scott College (Nebr.)
Elizabethtown College	Hofstra University (N.Y.)
Elmhurst College (Ill.)	Holy Family College
Emerson College	Houghton College (N.Y.)
Fairleigh Dickinson University	Immaculata College
Fairmont State College (W.Va.)	Indiana University (Ind.)
Findlay College (Ohio)	Indiana University of Pennsylvania
Florida Atlantic University	Inter-American University (Puerto Rico)
Florida Institute of Technology	Ithaca College (N.Y.)
Florida International University	Jersey City State College
Florida Presbyterian College	Joffery School (N.Y.)
Florida State University	Juniata College
Framingham State College (Mass.)	Kansas State University
Franklin & Marshall College	King's College
Franklin School of Science	Kutztown State College
Fullerton Junior College (Calif.)	Lambuth College (N.J.)
Geneseo State College (N.Y.)	Lanhanan School of Nursing
George Washington University	La Salle College
Georgia Southern Hospital	Lea College (Minn.)
Georgian Court College	Lebanon Valley College
Germain School of Photography	Lock Haven State College
Glassboro State University	Louisiana Polytechnic Institute
Graduate Hospital of Anesthesia	Loyola College (Ill.)
Hahneman Medical College	Madison College (Va.)

Mansfield State College	Nevada Southern University
Marquette University (Wi.)	New England Conservatory of Music
Maryland Institute of Art	New Haven College
Marywood College	New Mexico State University
Medical College of Virginia	New York University
Memphis State University (Tenn.)	Nichols College (Mass.)
Mercer County Community College	Northeastern University (Mass.)
Mercer Hospital School of Nursing	Northern Illinois University
Mercyhurst College	North Central College
Messiah College (Pa.)	North Texas State University
Michigan State University	Ohio University
Midwestern College (Ia.)	Ohio Northern University
Millersville State College	Ohio State University
Minneapolis School of Art	Oklahoma State College
Mississippi State College	Parsons College (Ia.)
Missouri Valley College	Pembroke State College (N.C.)
Monmouth College (N.J.)	Pennsylvania Institute of Technology
Montclair State College (N.J.)	Pennsylvania State University
Moore College of Art	Philadelphia Academy of Fine Art
Moravian College	Philadelphia College of Art
Morehead State University (Ky.)	Philadelphia College of Textiles & Sci.
Mount Mercy College	Philadelphia General Hospital
Mount St. Mary's College	Philadelphia Musical Academy
Muhlenberg College	Point Park College
Murray State University (Ky.)	Princeton University (N.J.)

Quinnipiac College (Conn.)	Texas A & M University
Rider College (N.J.)	Texas Wesleyan College
Rutgers University (N.J.)	Thiel College
St. Francis College (Me.)	Thomas Jefferson University
St. Francis College (Pa.)	Towson State College (Md.)
St. Joseph College (Md.)	Trenton State College
Salem College (W.Va.)	Tyler School of Art
Sam Houston State College	Union College (Ky.)
San Francisco State College	University of Akron (Ohio)
Schiller College (Germany)	University of Arizona
Secretarial Bilingual Inst. (Ger.)	University of Baltimore
Shippensburg State College	University of Bridgeport (Conn.)
Slippery Rock State College	University of California at Los Angeles
Southeastern Massachusetts Univ.	University of Colorado
Southern Colorado State College	University of Dayton (Ohio)
Southern University (Fla.)	University of Delaware
Spring Garden College	University of Denver (Colo.)
Stevens Institute of Technology	University of Florida
Stout State University (Wi.)	University of Houston (Texas)
Suffold University (Mass.)	University of Illinois
Susquehanna University	University of Kentucky
Swarthmore College	University of Maine
Syracuse University (N.Y.)	University of Maryland
Tarkio College (Mo.)	University of Massachusetts
Temple University	University of Miami (Fla.)

University of Michigan	Waynesburg College
University of Minnesota	Weaver Airline School (Mo.)
University of Mississippi	Webster College (Mo.)
University of Montana	West Chester State College
University of Nebraska	Western Kentucky University
University of Nevada	West Liberty College (W. Va.)
University of North Carolina	Westmar College (Ka.)
University of North Dakota	Westminster Choir College (N.J.)
University of Pennsylvania	West Virginia University
University of Pennsylvania Hospital	Wheeler School of Fashion
University of Pennsylvania Wharton School of Finance & Commerce	Wilkes College
University of Pittsburgh	William and Mary College
University of Portland (Ore.)	William Jennings Bryan College (Tenn.)
University of South Carolina	Wilmington College (Delaware)
University of Southern California	Wilson College
University of Southern Florida	Wittenberg University
University of Southwestern Louisiana	Worcester Polytechnical Institute (Ma.)
University of Texas (Austin, Texas)	Wyoming University
University of Utah	
Upper Bucks County Area Vocational-Technical School	
Ursinus College	
Villanova University	
Virginia Polytechnical Institute	
Washington University (Mo.)	

APPENDIX E

List of Employers of Graduates  
of Bucks County Community College

### Employers

A & G Foods Incorporated  
Abbott & Cook Real Estate Co.  
Abington Memorial Hospital  
Acme Markets  
Air Control Inc.  
Airline Training Center  
Ajax Cleaners  
Aleman Imports  
Allan Rothenburg  
Alpha Laboratories  
American Can Corporation  
American Chain Cable Co.  
American Cynamid Co.  
American Electronic Laboratories  
American Finance Corp.  
ARCO Finance Co.  
BACS Realty Co.  
Bell Telephone Company  
Bell Telephone Laboratories  
Betz Laboratories  
Blue Grass Foods Inc.  
Boyertown Casket Co.  
Bristol Township Police Force

Broad Street National Bank  
Bucks County Community College  
Bucks County Courier Times  
Bucks County Department of Corrections  
Bucks County District Attorney's Office  
Bucks County Enterprises  
Bucks County Juvenile Detention Home  
Bucks County Republican Headquarters  
Bucks County Theatre Company  
Burlington Township School District  
Butterworth Manufacturing Company  
Canterbury Court Incorporated  
Cassidy & Richlar Company  
Cedar Crest College  
Central Intelligence Agency  
Central Penn National Bank  
C.G.S. Scientific Corporation  
Children's House of Bucks County  
Chilton Research Company  
Cohen, Shapiro, Shiekman  
Columbia Electronics  
Computer Hardware Consultants  
Coral Seas Hotel  
Curtin & Heefner, Esqs.  
Davisville Pharmacy

Delmor Lanes  
Department of Community Affairs  
Doylestown Court House  
Drexel, Harriman, Ripley, Inc.  
Dynatrend Incorporated  
Eastern Rotocraft Corporation  
Educational Testing Services  
Edgcomb Steel Corporation  
Environmental Technology Corporation  
E. R. Squibb & Sons  
Fairless Steel Works  
Fidelity Bank  
Financial Services, Incorporated  
First Federal Savings & Loan Assn.  
First Trenton National Bank  
Fischer & Porter Inc.  
F. M. C. Corporation  
Frey Machine Products Co.  
F. W. Woolworth Company  
Gentsch's Nursery  
Goodyear Tire & Rubber Co.  
Gordon's Jewelers  
Greater Northeast Realty  
Hamburg State School & Hospital  
Hampton Volkswagen Dealer



Helene Fuld Hospital  
Heritage Data Processing Company  
Holiday Inn  
Holy Redeemer Hospital  
Hope Ridge Farms Inn  
Hunterdon National Bank  
Immaculate Conception School  
Insurance Company of North America  
International Computaprint Corporation  
International Pharmaceutical Corporation  
ITT Nesbitt Company  
Jacques de Loux, Incorporated  
J. Carroll Malloy, Realtor  
Jesse E. Terry Inc.  
J. M. Fields Co.  
John Hancock Insurance Co.  
Kelsey, Kelsey & Perlman Esqs.  
Kent Cigarette Company  
Keystone A.A.A.  
LaBrum & Doak  
LaRosa & Sons  
(Dr.) Charles Lavine, D.D.S.  
Lebergern & Burns  
Lifetime Products Inc.  
Liggett & Myers, Incorporated

Lou & Mike's Restaurant  
Lower Bucks Hospital  
McCoy, Evans & Lewis  
Media Five Agency for Musicians  
McNeil Laboratories, Incorporated  
Mercer Hospital  
Meserov, Gilman, Joffe & Levin  
Microcom Corporation  
Miller Tire Co.  
Moss Rehabilitation Hospital  
National Cash Register Company  
National Free Lance Photographers  
Nativity of Our Lord School  
Nazareth Hospital  
Neshaminy Manor Home for Aged  
New Hope Craft Shop  
New Jersey Hospital Association  
New Jersey Manufacturing Co.  
New York Life Insurance Co.  
Nicholas Hardware Co.  
Northwest Orient Airlines  
Office of the Public Defender  
O'Neal's Card Shop  
Optical Scanning Corporation  
Penn Central Railroad Co.  
Penn Fruit Co.

Penn Mutual Life Insurance Co.

Pennsbury School District

Pennsylvania State Police

Philadelphia Saving Fund Society

Philco-Ford Corporation

Piggy Bank Shopper

Photomat Company

Plasterers Inc.

Plastics Incorporated

Prodesco Incorporated

Prudential Insurance Company

Pyco Incorporated

Quakertown Shor Store

RCA Laboratories

Reading Railroad Co.

Reedman Corporation

Research for Better Schools

Rite-Aid Discount Center

Rockower Brothers Inc.

Rohm & Haas

Wm. H. Rorer, Incorporated

Royal Typewriter

St. Ann's Elementary School

St. Anselm School

St. Basil Academy

St. Bede's School

St. Francis Hospital  
St. Joseph's School  
St. Michael's School  
Schnader, Harrison, Segal & Lewis  
Schutte & Koerting, Incorporated  
Sears Roebuck & Co.  
S & M Electric Industries  
Social Security Administration  
Southampton Township Maintenance Dept.  
Sperry Rand Corporation (Div. of Univac)  
Stokes Molded Products  
Stover Company  
Stephen & Leamon Carpet Company  
Strawbridge & Clothier  
Strick Trailer Company  
Sun & Fun Nursery School  
Tabor Home for Children  
Temple Health Science Center  
TenCate Associates  
Thatcher Plumbing & Heating Co.  
Thiokol Chemical Corporation  
Towers, Perrin, Foster & Crosby Inc.  
Trainer's Restaurant  
Transistor Equipment Center  
Union Camp Corporation

U.S. Civil Service  
United States Gauge Company  
United States Post Office  
U.S. Steel Corporation  
Univac Corporation  
Upper Darby School District  
Used Fork Lifts  
Valley Day School  
Vicks Manufacturing Co.  
Virco Furniture Co.  
Wagner Electrical Supplies Co.  
Walsh, Durben & White  
(Dr.) F. Waltzer, M.D.  
(Dr.) Wayman, M.D.  
Warminster Area Day Care Center  
Western Electric Co.  
Western Electric Research Center  
Western Savings Bank  
WIDA Radio Station  
Wilkinson & Sharp  
Willow Grove Naval Air Station  
Winn Dixie Food Chain  
Wintz Brothers  
Wood's School

UNIVERSITY OF CALIF.  
LOS ANGELES

NOV 21 1973

CLEARINGHOUSE FOR  
JUNIOR COLLEGE  
INFORMATION